

Introduction

This unit covers one and one-half chapters of introductory Japanese at the middle school level. The target students have been studying Japanese for seven months, therefore they have already learned at least one Japanese writing system, they have been taught how to conduct introductions, give information about their family members, ask about another person's family, and they have learned about Japanese classrooms.

This unit introduces the student to greater complexity of conversation in Japanese. There are two central themes to this unit: the first is describing one's own, as well as asking others about their daily activities; and the second theme has to do with hobbies – again describing one's own and asking about others' hobbies. These are both important for the students to learn because they provide an elementary knowledge base of conversation skills upon which the student may develop more complex sentences as they progress. Upon the student's successful completion of this unit, which will take four weeks, they will be ready to begin the second year of Japanese study.

Purpose of the Assessment

Assessments can assist the teacher and students in several ways. For example, it can show students in what areas they need to improve, show how they have improved, and show the teacher what areas need to be addressed by giving vital information on students' strengths and weaknesses. Assessment also can be evidence for whether or not a teacher's methods, strategies, and/or materials were effective, or whether they were badly chosen. Assessment can do all of these things, and more, but the efficacy of the tool in achieving any of these depends entirely on the assessor's understanding of the learning targets to be assessed or achieved.

Having said all of that, the purpose of this Pre-Post assessment is to do three things: first, the pre-assessment gives students an opportunity to demonstrate what they already know, creating a baseline for their teacher to work from. The post-assessment allows the students an opportunity to track their progress. Second, it serves as my barometer, indicating to me how I need to make adjustments in my teaching. And third, it will show how I have made a difference, helping students to succeed. It will show that I have positively impacted students' learning, helping them to meet the learning targets of the unit.

Learning Targets

Facts:

Students will know the following vocabulary terms (representative):

Zenzen, totemo, aka, shiro, tondemonai, jouzu...(Standards for Foreign Language Learning, 1.1)

Concepts:

Students will understand the following:

The importance and meaning of the senpai-kohai relationship in Japan (Standards for Foreign Language Learning, 2.1)

The importance of humility in Japanese culture and its use in daily communication (SFLL, 4.1)

The cultural significance of different colors and foods (SFLL, 2.2)

Skills:

Students will be able to effectively communicate in the following situations:

Explain what they did/did not do at home or at school (SFLL, 1.1)

Be able to explain by what means they did what they did (SFLL, 1.1)

Be able to explain about their own and their family members' hobbies and interests (SFLL, 1.1)

Asking questions in an interview format about someone's personal interests, what they did the night before, their likes/dislikes, what they are (un)skillful at, and what their favorite color is (SFLL, 1.2)

Communicate praise when discussing someone else's actions, etc. and how to communicate humility when discussing one's own (SFLL, 1.1)

Instruments

Performance skills: performance assessment/personal communication

Knowledge & Understanding: Selected response

I have chosen selected response as the assessment method for both the pre-test and post-test for the determining mastery of the fact and concept learning targets.

Fill-in and short answer can sample mastery of elements of knowledge and is effective for fact targets. The pre-test and the post-test will contain the same number of problems, however the post-test will contain slightly more difficult questions. Both tests and their keys are attached to the appendix.

Performance skills: Personal communication

I will use personal communication to assess the skills learning targets, because it is effective as a tool to evaluate oral communication proficiency skills, as well as a tool to assess mastery of knowledge prerequisite to skillful performance. I will use personal communication as an informal assessment, and I will use my first three days of classroom time to communicate with my students and assess their oral communication proficiency as the pre-test. I will conduct the post-test in the same manner during the first three days of my final week teaching the unit. A rubric is attached in the appendix.

Bias and Distortion

There are a number of reasons why my assessment tools might not correctly measure my students' abilities to achieve the learning targets. I might have selected an improper method for the target (perhaps performance assessment is

a better match than personal communication at assessing oral communication proficiency). Or, I might have chosen a test format that favors some students over others due to learning styles or intelligences (a bodily-kinesthetic type might prefer performance assessment over short answer, and do a better job of proving attainment of the learning target). Another possibility is that I might not have taken a sound sample of questions to present on the selected response assessments; some students might have done better on the assessment if I had used other, equally valid, selected response questions. It is also possible that my questions are poorly worded, misleading, or even incorrectly put, all of which could lead my students to answer incorrectly.

I am most concerned about the intelligence types that the two assessments I have chosen favor. Students that are naturalist, logico-mathematical and linguistic types might do better than those that are bodily-kinesthetic types at the selected response. The bodily-kinesthetic types might do better with a performance assessment.

Joe McColskey
Pre-Post Appendix

Pre-test/Selected Response

I. Matching

Match the correct Japanese word with its English equivalent.

English

Japanese

___1. Sometimes

a. いつも

___2. Always

b. ぜんぜん

___3. Often

c.めったに

___4. Never

d.ときどき

___5. Rarely

e.よく

II. Translate

Write the correct English definition for the following Japanese words(use the space below the word for your answer):

6. あか

7. しろ

8. くろ

9. すもも

10. あお

III. Short Answer

11. Briefly explain what こうはい／せんぱい mean and explain their relationship.

12. Of the following colors, which would not be appropriate to wear when visiting the Imperial Palace and why? (orange, black, white, yellow, purple)

13. What food would you likely be presented on New Year's Day in a traditional Japanese home to ensure a long life?

IV. Identify

14. Which of the following are colors? Circle all that apply.

すもも はいいろ ちゃいろ きいろ はいろ みどり

15. Which of the following words means *not* skillful at something. Circle all that apply.

にがて じょうず すごい すばらしい へた

Answer Key Pre-test/Selected Response

1. d.
2. a.
3. e.
4. b.
5. c.
6. red 7. white 8. black 9. pink 10. blue
11. Jr./Sr.
12. purple – registered as the Imperial color, and is never worn before Imperial household
13. Uncut soba noodles represent long life
14. All but fifth
15. first and last

Post-test/Selected Response

I. Translate

Write the correct Japanese word for the following English words in the space provided.

- | | | | |
|--------------|-----------------|---------------|---------------|
| 1. Like_____ | 2. Dislike_____ | 3. Hate_____ | 4. Love_____ |
| 5. Gold_____ | 6. Silver_____ | 7. Green_____ | 8. Color_____ |

II. Matching

Match the correct Japanese word with its English equivalent. Draw a line between the two.

- | | |
|---------------|------------|
| 9. cartoon | a. よく |
| 10. comic | b. ぜんぜん |
| 11. computer | c. おいしい |
| 12. school | d. がっこう |
| 13. class | e. まんが |
| 14. delicious | f. ときどき |
| 15. always | g. いつも |
| 16. never | h. きょうしつ |
| 17. sometimes | i. コンピューター |
| 18. often | k. あにめ |

19. Briefly explain what こうはい／せんぱい mean and explain their relationship.

20. Of the following colors, which would not be appropriate to wear when visiting the Imperial Palace and why? (orange, black, white, yellow, purple)

21. What food would you likely be presented on New Year's Day in a traditional Japanese home to ensure a long life?

Answer Key Post-test/Selected Response

- | | | | | | | | | | |
|--------|----------|-------|-----------|-----|-----|-----|-----|-----|-----|
| 1 すき | 2 すきじゃない | 3 きらい | 4 だいすき／あい | | | | | | |
| 5 きんいろ | 6 ぎんいろ | 7 みどり | 8 いろ | | | | | | |
| 9k | 10e | 11i | 12d | 13h | 14c | 15g | 16b | 17f | 18a |

19 Jr./Sr.

20 purple – registered as the Imperial color, and is never worn before Imperial household

21 Uncut soba noodles represent long life

Pre-Post Communication Rubric	5	4	3	1
Clarity of speech	Speaks clearly and distinctly (100-95%) w/ perfect pronunciation	Speaks clearly and distinctly (100-95%) w/ few mispronunciations	Speaks clearly distinctly often (95-80%) and few mispronunciations	Often mumbles, difficult to understand, OR mispronounces often
Complete sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Understands topic	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.